



WAGENER-SALLEY HIGH

272 Main Street South
Wagener, South Carolina

Grades	9-12 High School	
Enrollment	304 Students	
Principal	Mr. Patrick Keating	803-564-1100
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Below Average
2009	Below Average	Below Average
2008	Below Average	Good
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
3	3	19	3	3

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	72.6%	69.0%	69.6%	68.5%	70.3%	66.6%
Passed 1 subtest (%)	17.8%	17.2%	18.8%	16.4%	15.9%	19.0%
Passed no subtests (%)	9.6%	13.8%	11.6%	15.2%	13.8%	14.4%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	91.8%	86.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	98	86	212	192
Number of Graduates in Cohort	69	59	145	139
Rate	70.4%	68.6%	70.0%	71.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	98	N/A	206
Number of Graduates in Cohort	N/A	69	N/A	145
Rate	N/A	70.4%	N/A	71.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	55.6%	67.3%
English 1	52.9%	53.4%
Biology 1/Applied Biology 2	74.5%	50.2%
Physical Science	36.2%	43.8%
US History and the Constitution	31.0%	31.7%
All Tests	48.0%	48.7%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=304)				
Retention rate	1.4%	Down from 2.8%	4.9%	3.4%
Attendance rate	93.8%	Down from 94.1%	95.1%	95.0%
Served by gifted and talented program	8.3%	Down from 13.3%	8.2%	12.4%
With disabilities other than speech	13.0%	Down from 16.4%	12.1%	9.9%
Older than usual for grade	6.6%	Down from 9.4%	9.8%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.6%	0.8%	0.9%
Enrolled in AP/IB programs	10.9%	Down from 12.9%	7.6%	13.0%
Successful on AP/IB exams	N/A	N/A	18.7%	51.7%
Eligible for LIFE Scholarship	30.0%	Up from 25.9%	27.6%	30.1%
Annual dropout rate	5.7%	Up from 3.6%	2.4%	2.5%
Career/technology students in co-curricular organizations	22.1%	Up from 19.8%	5.4%	2.9%
Enrollment in career/technology courses	221	Down from 246	352	419
Students participating in work-based experiences	0.0%	Down from 28.4%	1.1%	7.2%
Career/technology students attaining technical skills	90.5%	Up from 87.0%	76.9%	83.0%
Career/technology completers placed	98.6%	Up from 96.7%	99.6%	98.4%
Teachers (n=30)				
Teachers with advanced degrees	36.7%	Down from 41.9%	59.3%	61.1%
Continuing contract teachers	73.3%	Up from 64.5%	73.4%	80.6%
Teachers returning from previous year	80.2%	Down from 87.4%	82.1%	86.5%
Teacher attendance rate	94.8%	Down from 95.6%	95.2%	95.5%
Average teacher salary*	\$46,476	Up 4.2%	\$45,263	\$46,884
Professional development days/teacher	8.0 days	Up from 6.1 days	9.9 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 20.6 to 1	24.3 to 1	26.5 to 1
Prime instructional time	86.1%	Down from 88.2%	90.5%	89.3%
Dollars spent per pupil**	\$12,106	Up 9.9%	\$8,596	\$7,804
Percent of expenditures for teacher salaries**	54.4%	Down from 58.8%	56.0%	58.0%
Percent of expenditures for instruction**	57.1%	Down from 65.5%	59.9%	60.6%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Up from 81.4%	96.7%	97.3%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	61	91.8%	296	48.0%	98	70.4%	No
Gender							
Male	31	90.3%	161	50.3%	48	64.6%	N/A
Female	30	93.3%	133	45.9%	50	76.0%	N/A
Racial/Ethnic Group							
White	33	97.0%	133	60.9%	47	68.1%	N/A
African American	28	85.7%	153	37.3%	49	73.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	30	10.0%	13	38.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	41	87.8%	210	44.3%	55	74.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Wagener-Salley High School leadership team is proud to report that our school has continued its positive growth according to the South Carolina State Department of Education for the 2010-11 school year. W.S.H.S. was awarded Palmetto Silver Medal Award status for third straight school year. This was specifically for closing the Achievement Gap.

As our leadership team, faculty, and all other stakeholders planned for the current year, goals were set to improve MAP scores progressively with each of the three testing periods. We surpassed national norms in all three areas during our Spring testing. Other goals that were set were to improve overall E.O.C. score averages. Our school increased our overall E.O.C. average for the third consecutive year.

The faculty and staff are clearly committed to improve student instruction this past year. We continued our inclusive Freshman Academy for the third year. The Academy teachers met weekly to set instructional goals, using available data to guide.

W.S.H.S. set a goal to provide re-mediations and/or accelerations to 100% of our student population each school day. 75% of our student population is bus transported. In order to reach this particular goal, we have used a "Pull-Out" class. Using available data, student's specific and individual needs were addressed. We focused on E.L.A. and Math initially, and expanded to address all E.O.C. needs, along with Career Assessments, and other assessment tools.

Our challenges continue to be working in an economically challenged rural area, focusing on the development of highly trained teachers, and maintaining sufficient funding to continue to implement the programs our students need to succeed at the next level. We also continue to stress improving the community and parental involvement, and finding initiatives to enhance academic success that are based on school and district data. The administration, faculty, and staff at W.S.H.S. are committed to providing individual student plans to academic achievement that will open the "Doors of Success" for each and every student at Wagener-Salley.

Respectfully submitted by: Mr. Pat Keating, Principal and Mr. Benny Williams, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	17	14
Percent satisfied with learning environment	92.3%	64.7%	84.6%
Percent satisfied with social and physical environment	100.0%	87.5%	64.3%
Percent satisfied with school-home relations	63.2%	87.5%	76.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	No
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This school met 5 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.9%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	74	91.9	13.4	34.3	20.9	31.3	58.2	70.2	68.0	No	Yes
Male	38	94.7	16.7	41.7	19.4	22.2	50.0	67.0	63.1	N/A	N/A
Female	36	88.9	9.7	25.8	22.6	41.9	67.7	73.8	73.1	N/A	N/A
White	31	96.8	6.9	31.0	17.2	44.8	65.5	79.7	79.4	I/S	I/S
African American	38	86.8	21.2	36.4	24.2	18.2	51.5	55.9	51.7	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	88.2	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.7	62.8	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	12.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	31.7	45.1	I/S	I/S
Subsidized meals	56	89.3	18.4	28.6	22.4	30.6	59.2	56.6	54.7	Yes	No

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	74	93.2	27.9	38.2	22.1	11.8	41.2	63.7	62.3	No	Yes
Male	38	94.7	30.6	36.1	22.2	11.1	41.7	63.7	61.4	N/A	N/A
Female	36	91.7	25.0	40.6	21.9	12.5	40.6	63.6	63.2	N/A	N/A
White	31	96.8	10.3	34.5	27.6	27.6	58.6	75.9	75.3	I/S	I/S
African American	38	89.5	41.2	41.2	17.6	N/A	26.5	44.0	42.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	88.2	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.7	59.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	14.3	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	39.0	47.1	I/S	I/S
Subsidized meals	56	91.1	36.0	30.0	24.0	10.0	42.0	46.9	48.5	Yes	No

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	74	95.9	69.0	16.9	8.5	5.6	14.1	N/A	N/A	N/A	N/A
Male	38	97.4	70.3	16.2	5.4	8.1	13.5	N/A	N/A	N/A	N/A
Female	36	94.4	67.6	17.6	11.8	2.9	14.7	N/A	N/A	N/A	N/A
White	31	93.5	55.2	13.8	17.2	13.8	31.0	N/A	N/A	N/A	N/A
African American	38	97.4	83.8	13.5	2.7	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	56	94.6	67.9	17.0	11.3	3.8	15.1	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	87	96.6	16.9	42.9	26.0	14.3	55.8	68.7	65.9
	2011	74	91.9	13.4	34.3	20.9	31.3	58.2	70.2	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	87	95.4	26.3	38.2	21.1	14.5	44.7	63.2	62.3
	2011	74	93.2	27.9	38.2	22.1	11.8	41.2	63.7	62.3

* Adjusted to account for natural variation in performance.